

Standards of Accreditation Chapter 55
Recommended Changes for Consideration ARM 10.55.801-805
October 12-13, 2011

| OK for Now | Needs Work | 10.55.801 SCHOOL CLIMATE |
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| X | | (1) The board of trustees shall: |
| X | | (a) encourage cooperative and harmonious <u>positive working</u> relationships among staff, students, parents, trustees, and community; |
| X | | (b) determine whether or not its staff turnover is excessive and, if it is, the reasons why; |
| X | | (c) create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff; |
| X | | (d) develop policies, procedures, and rules that respect the rights of all learners; promote an awareness of and concern for the well-being of others; and address bullying, intimidation, and harassment of students and school personnel; |
| X | | (e) offer programs and services which, in content and presentation, endeavor to be free of all stereotyping. in terms of age, sex, marital status, gender, sexual orientation, religion, race, national origin, or handicapping condition; |
| | X | (f) provide programs and services that meet the needs of students which the school has identified as at-risk; Define "At Risk" add to definitions |
| X | | (g) inform students, <u>parents, families, and guardians</u> of the school's expectations and of students' rights and responsibilities; |
| X | | (h) <u>promote a school climate which encourages</u> encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately; |
| X | | (i) encourage the active involvement <u>engagement</u> of parents, <u>families, and guardians</u> in their children's education and in their school; |
| X | | (j) provide opportunities for parents, <u>families, and guardians</u> , educators, and members of the community to take active roles in developing and reviewing <u>district and school</u> educational goals |

| OK for Now | Needs Work | 10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY |
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| X | | (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, marital status, gender, sexual orientation, national origin, or physical or mental disability. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities. |
| X | | (1) It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each and every person regardless of sex , marital status, <u>gender, sexual orientation, religion</u> , race, national origin, or physical or mental disability <u>with prejudice toward none</u> . This includes <u>including</u> programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities. |
| | | 10.55.803 LEARNER ACCESS |
| X | | (1) Equal opportunity to learn is a primary consideration of <u>in</u> all program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students. |
| X | | (2) In developing and implementing <u>curricula</u> in all program areas, the board of trustees shall: provide experiences: |
| X | | (a) provide learning experiences, <u>taking into consideration the</u> matched to students' interests, readiness, and learning style; |
| X | | (b) take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of American Indian students and other minority groups; |
| X | | (b) Take into account <u>recognize</u> individual and cultural diversity and differences among learners <u>including Montana American Indians</u> . Cultural and language differences should be viewed as valuable and enriching resources and should take into account the unique needs of Montana American Indian students and other minority groups; |
| X | | (c) develop an understanding of the <u>history, values, contemporary portrayals,</u> and contributions of Montana's American Indians; |
| X | | (d) provide learning resources that are culturally relevant, <u>culturally</u> inclusive, and current; |
| X | | (e) provide opportunities for individual self-direction and decision making; |
| X | | (f) provide equal access to learning resources, including technology ; |

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| X | | (g) provide instructional materials which are sequential and compatible with previous and future offerings in support of the adopted curriculum; |
| X | | (h) provide books and materials that reflect authentic historical and contemporary portrayals of American Indians; and |
| X | | (i) identify, using the school's own <u>appropriate</u> criteria, students who may be at risk or <u>and</u> in need of <u>additional</u> special services. |
| | | 10.55.804 GIFTED AND TALENTED |
| X | | (1) Districts Schools shall provide <u>access to</u> educational <u>programs and</u> services to <u>identified</u> gifted and talented students that are commensurate to their needs, and foster a positive self-image. |
| X | | (2) Each school shall comply with all federal and state laws and regulations addressing gifted education. |
| | X | (3) Each school shall provide structured support and assistance to teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. |
| | X | (3) <u>Each school shall develop policies and procedures to establish multi-year educational programs plans for gifted and talented students that promote ongoing growth and self understanding.</u> Check AGATE's recommended language |
| | | 10.55.805 SPECIAL EDUCATION |
| X | | (1) Schools shall provide educational programs and services to identified special needs students eligible to receive special education services as identified under IDEA commensurate with their needs. |
| X | | (2) (1) Each school shall comply with all federal and state laws and regulations addressing special education. |
| X | | (3) (2) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs. |
| | X | (3) Students with disabilities shall be given opportunities to become confident, dignified, and self-sufficient members of society. |

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| | X | (4) A student <u>eligible to receive special education services as identified under IDEA, and</u> who has successfully completed the goals identified on an individualized education program for high school completion shall be awarded a diploma. |

